

Penn Cambria Curriculum

Course Name	High School Physical Education /Health
Length of Course	<i>½ credit per year for 4 years</i>
Grade Level	<i>9-12</i>
Prerequisites	<i>None</i>
Course Description	<p><i>The Physical Education program at Penn Cambria High School is designed to promote wellness and fitness in our students through a variety of activities such as team sports, lifetime activities, aerobic fitness and physical fitness. The students will demonstrate knowledge and skill development appropriate to each grade level. Many of the activities have carry over value and can be used as lifetime activities. These activities are evaluated by class participation, effort, teacher observation, skill tests, written tests and physical fitness testing.</i></p> <p><i>Health topics are incorporated into this course using a four year rotating cycle as noted within this curriculum document. Health studies will constitute approximately 20% of the course each year.</i></p>
Units of Study	<p><i>Team Sports</i> <i>Life Time Activities</i> <i>Fitness</i></p> <p><i>Health Units – 4 Year Cycle</i> <i>Year A: Substance Abuse</i> <i>Year B: Consumer Health Choices--- Sexual Education</i> <i>Year C: Social, Personal, and Emotional Health --- Safety and Injury Prevention</i> <i>Year D: Nutrition and Health</i></p>
Materials	<p><i>Text: NONE</i></p> <p><i>Supplemental Materials: Misc. gym equipment</i></p>

Students Medically Unable to Participate:

Adaptations will be provided for students who are medically unable to participate in the regular physical education program. These adapted activities must be aligned to the PA Academic Standards for Health and Physical Education. As each case is unique in duration and based on medical guidance provided, there are suggested activities listed for each unit included.

Summer PE/Health

Summer Physical Education/Health may be available for students who are in band/chorus, as make-up credit, for vocational students to meet credit requirements, or for students who wish to schedule 8 full academic credits in the school year. Summer PE/Health will contain independent coursework and activity log requirements in addition to attendance at scheduled sessions. Health coursework will count as 20% of the grade for Summer PE/Health.

Note: During the transition to this new curriculum, students who already have completed high school Health will continue with physical activities and/or participate in health related activities that integrate and provide enriched continued study of health and physical education topics.

Unit: Team Sports

Estimated Time: 5-10 class periods

PA Academic Standard Alignment:

- 10.4.12 F Assess and use strategies for enhancing adult group interaction in physical activities.
- 10.5.12 A Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.
- 10.5.12 B Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills.
- 10.5.12 C Evaluate the impact of practice strategies on skill development and improvement.
- 10.5.12 F Analyze the application of game strategies for different categories of physical activities.

Curricular Objectives:

1. Demonstrate awareness of rules
2. Demonstrate passing and catching skills
3. Demonstrate courtesies of the game and a sense of good sportsmanship
4. Demonstrate skill-related fitness (agility, coordination, speed, balance)
5. Develop/improve hand-eye coordination
6. Demonstrate spatial awareness (safety)
7. Work cooperatively with team members
8. Developed improved fitness
9. Demonstrate offensive/defensive strategies
10. Display comfort level & enjoyment with the game that may lead to further participation

Assessments/ Measurement of Objectives:

- Practice with corrective feedback
 - in pairs/groups
 - question/answer
- Performance in games
 - following rules & courtesies
 - successful passes/catches
 - teamwork
 - skill-related fitness
 - including many team members in game play
- Observation
 - ability to continue active participation
 - notable enthusiasm/excitement or lack there of
 - skill related fitness

Suggested Methods of Instruction / Learning Activities:

Year A: Ultimate Frisbee, Flickerball, Basketball,
Year B: Flag football, Volleyball, Basketball
Year C: Flickerball, Wiffleball
Year D: Flag football, Volleyball

Suggested Activities for Students Medically Unable to Participate:

Activity

Officiating

Standard

10.5

Written Assignments/Research related to Team Sports	10.1-5
Data Collection	10.4, 10.3, 10.5
Keeping Score/stats	10.5, 10.3
Peer Teaching/Tutoring of specific team sport skills	10.3, 10.4, 10.5
Equipment set up/care	10.3,
Written Tests	10.1-5
Video Analysis	10.2, 10.4
Stretching/Toning	10.4
Skill work	10.5

Unit: Lifetime Activities

Estimated Time: 10-15 class periods

PA Academic Standard Alignment:

- 10.3.12 D Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.
- 10.4.12 A Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.
- 10.4.12 B Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.
- 10.4.12 C Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity.
- 10.4.12 D Evaluate factors that affect physical activity and exercise preferences of adults.
- 10.4.12 E Analyze the interrelationship among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.
- 10.4.12 F Assess and use strategies for enhancing adult group interaction in physical activities.
- 10.5.12 A Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.
- 10.5.12 B Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills.
- 10.5.12 C Evaluate the impact of practice strategies on skill development and improvement.
- 10.5.12 D Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.
- 10.5.12 E Evaluate movement forms for appropriate application of scientific and biomechanical principles.
- 10.5.12 F Analyze the application of game strategies for different categories of physical activities.

Curricular Objectives:

1. Improve overall physical fitness
2. Demonstrate skill and knowledge of rules, scoring and/or techniques associated with the activity.
3. Demonstrates courtesies and etiquette appropriate for the activity.
4. Demonstrates proper movements, alignment and techniques for each activity or exercise.
5. Follows safety guidelines and demonstrates safe behavior relative to activity.
6. Demonstrates knowledge in how to determine individual progress in a fitness activity.
7. Identifies the parameters of physical fitness including muscular strength, muscle endurance, flexibility, and cardio-respiratory endurance.
8. Display comfort level that may lead to further participation in the activity outside of the classroom

Assessments/ Measurement of Objectives:

- Practice with corrective feedback
 - in pairs/groups
 - question/answer
- Performance in activities
 - following rules & courtesies
 - skill-related fitness
- Observation
 - ability to continue active participation

- notable enthusiasm/excitement or lack thereof
- skill related fitness

Suggested Methods of Instruction / Learning Activities:

Year A: Pickleball, Badminton
 Year B: Bowling, Small Games
 Year C: Square or Social Dancing
 Year D: Disc golf

Suggested Activities for Students Medically Unable to Participate:

Activity	Standard
Written Assignments/Research related to unit objectives	10.1-5
Data Collection (heart rate, sets/reps.etc.)	10.4, 10.3, 10.5
Modified Weight Training	10.5
Resistance Training	10.5
Steps/step work	10.5, 10.4
Bowling	10.5
Equipment set up/care	10.3
Video Analysis	10.2, 10.4
Stretching/Toning	10.4
Skill work	10.5
Written Tests	10.1-5
Walking	10.4

Unit: Fitness

Estimated Time: 15-20 class periods

PA Academic Standard Alignment:

- 10.4.12 A Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.
- 10.4.12 B Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.
- 10.4.12 C Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity.
- 10.4.12 D Evaluate factors that affect physical activity and exercise preferences of adults.
- 10.4.12 E Analyze the interrelationship among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.
- 10.5.12 A Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.
- 10.5.12 B Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills.
- 10.5.12 C Evaluate the impact of practice strategies on skill development and improvement.
- 10.5.12 D Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.
- 10.5.12 E Evaluate movement forms for appropriate application of scientific and biomechanical principles.

Curricular Objectives:

1. Demonstrate proper alignment and technique.
2. Demonstrate basic step and various stepping patterns.

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3. Demonstrates proper movements, alignment and techniques for each activity or exercise.
4. Develop/improve rhythm and coordination.
5. Experience stress relief through exercise.
6. Display a comfort level & enjoyment that may lead to further participation outside the classroom.
7. Improve overall fitness.
8. Measure heart rate and heart rate intensity and identify healthy heart range with regards to age.
9. Follow safety guidelines associated with physical activity.

Assessments/ Measurement of Objectives:

- Practice with corrective feedback
- Question/Answer/Discussion
- Observation
- 100 point performance test
- Heart rate monitoring activities
- Target heart rate worksheets
- Completion of circuit cycles
- Completion of toning workout chart

Suggested Methods of Instruction / Learning Activities:

Year A: Weight training, walk/run fitness, aerobics

Year B: Weight training, walk/run fitness, toning

Year C: Aerobic conditioning weight training, yoga

Year D: Zumba, circuit training, weight training

Suggested Activities for Students Medically Unable to Participate:

Activity	Standard
Walking	10.4
Agility drills	10.4, 10.5
Resistance training	10.4, 10.5
Modified weight training	10.4, 10.5
Stretching/Toning	10.4, 10.3
Steps/step work	10.4, 10.5
Peer Teaching/Tutoring	10.3, 10.4, 10.5
Written Tests	10.1-5
Written Assignments/Projects related to unit objectives	10.1-5

Health Year A: Substance Abuse

Estimated Time: 10 class periods

Curricular Objectives:

Students will be able to:

- Identify factors that influence the use/ non-use of alcohol and tobacco.
- Describe short-term and long-term health consequences of alcohol, tobacco, and other drug use
- Apply decision making process and identify ways to manage situations involving alcohol, tobacco, and other drugs.
- Clarify myths regarding alcohol, tobacco, and other drug use among adolescents
- Describe financial, political, social, and legal influences regarding alcohol, tobacco, and other drugs

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- Advocate ways for schools to promote tobacco-free environment
- Identify refusal skills when in peer pressure situations (e.g., use a clear “no” statement, make an excuse, offer an alternative, walk or run away, change subject, delay).
- Explain the differences between medicines and illicit drugs
- Analyze the influence of the media on the use of alcohol, tobacco, and other drugs.

Assessments/ Measurement of Objectives:

- Observations, class assignments, performance tasks, bell ringers, homework, discussion groups, exit slips, review games
- Writing prompts
- Individual/group projects and oral presentations
- Objective quizzes/tests

Suggested Methods of Instruction / Learning Activities:

- Cool Spot- Webquest on Alcohol
- Persuasive Letter (Tobacco)
- Video- Smoke Signals
- Practice Decision Making with Drug Related Scenarios
- Video (Jacqueline Saburido- victim of drunk driving)
- Anti-Smoking/Drinking Poster
- Refusal Skills Skits
- Illegal Drug Project

Health Year B: Consumer Health Choices ---Sexual Education

Estimated Time: 10 class periods

Curricular Objectives:

Students will be able to:

- Analyze social influences that encourage or discourage a person to practice sun safety
- Analyze the influence of the media on selection of personal health products
- Compare and contrast the positive and negative effects on the media on adult personal health and safety.

Curricular Objectives:

Students will be able to:

- Describe the human cycle of reproduction, birth, growth, aging, and death.
- Explain the structure, function, and major parts of the human reproductive system.
- Compare and contrast pros and cons of methods used for pregnancy and disease prevention
- Describe routine medical screening and examinations for maintaining reproductive health
- Identify resources that provide information
- Apply strategies including refusal and assertiveness skills to avoid, manage, and escape situations that are high risk
- Explain how stereotypes, norms, peer influence, alcohol, drug use, and media, and personal responsibility can impact sexual decision making
- Evaluate the physical, social, financial, emotional impact of teen pregnancy, teen parenting, HIV infection, or STDs on personal lifestyle, goal achievement, friends, and family members
- Develop a personal game plan for best contraceptive or disease-prevention method including abstinence
- Analyze the rates of sexually transmitted infections among teens
- Summarize the symptoms, modes of transmission, consequences, and methods to prevent HIV and other STIs and conclude that abstinence is the most effective method to avoid HIV or other STIs
- Summarize the criteria for who should be tested and the advantages of early diagnosis and treatment

- Analyze common behaviors and situations to eliminate or reduce risks related to HIV and STDs
- Evaluate one's personal perception of risk for HIV and STDs

Note: As per 022 PA Code §4.29 HIV/AIDS and other life-threatening and communicable diseases (Reference PCSD Board Policy 203.1)

(b) The program of instruction must include information about the nature of the diseases, treatments and cures, methods of transmission and how infection can be prevented...Programs discussing transmission through sexual activity must stress that abstinence from sexual activity is the only completely reliable means of preventing sexual transmission. Programs must stress that avoidance of illegal drug use is the only completely reliable means of preventing transmission of disease through shared drug paraphernalia.

(c) A school entity shall excuse a pupil from HIV/AIDS instruction when the instruction conflicts with the religious beliefs or principles of the pupil or parent or guardian of the pupil and when excusal is requested in writing. Prior to the commencement of instruction, a school district shall publicize that detailed curriculum outlines and curricular materials used in conjunction with the instruction are available to parents and guardians during normal school hours or at teacher-parent conferences. Curricular materials, if practical, shall be made available by the school entity for home instructional use by a parent or guardian if the student has been excused from the school entity's HIV/AIDS instruction.

Assessments/ Measurement of Objectives:

- Observations, class assignments, performance tasks, bell ringers, homework, discussion groups, exit slips, review games
- Writing prompts
- Individual/group projects and oral presentations
- Objective quizzes/tests

Suggested Methods of Instruction / Learning Activities:

- Personal Wellness Assessment
- Wellness on the World Wide Web
- Analyzing commercials and advertisements
- "Miracle of Life Video"
- Writing Prompt activities
- "Parenthood. Are you prepared?" DVD
- Contraceptive Comparison

Health Year C: Social, Personal, and Emotional Health--- Safety and Injury Prevention

Estimated Time: 10 class periods

Curricular Objectives:

Students will be able to:

- Effects on violence on individuals, families, communities
- Bullying, sexual violence, sexual harassment
- Apply strategies to avoid and report dangerous situations, including conflicts involving weapons
- How to stay safe in a dangerous situation
- Analyze the role of friends and peers in the escalation of conflicts and the promotion of violence
- Conflict resolution skills
- Identify ways to prevent the transmission of communicable diseases
- Basic first aid (Heimlich and controlling bleeding)

Curricular Objectives:

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Students will be able to:

- Identify the characteristics of positive relationships
- Describe the warning signs, risk factors, and protective factors for depression and suicide
- How to seek help for self or others when suicide may be a risk
- Ability to express emotions constructively/anger management
- Develop Short-term and Long-Term goals
- Identify positive and negative ways of dealing with stress
- Social Skills- listening, assertive communication, and responding constructively to the anger of others
- Impact of showing empathy for another person's view
- Identify feelings and emotions associated with loss or grief.
- Personal plan for maintaining or improving one's demonstration of character traits

Assessments/ Measurement of Objectives:

- Observations, class assignments, performance tasks, bell ringers, homework, discussion groups, exit slips, review games
- Writing prompts
- Individual/group projects and oral presentations
- Objective quizzes/tests

Suggested Methods of Instruction / Learning Activities:

- Checklist to avoid infection
- Quiz on Sexual Violence
- Violence Research- INTERNET ACTIVITY
- Conflict Resolution & "I Statements"
- Safety Presentations (gun safety, water/boat safety, camping/hiking safety, home safety, recreational vehicle safety, occupational safety, sport safety)

Health Year D: Nutrition and Health
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Estimated Time: 10 class periods

Curricular Objectives:

Students will be able to:

- Assess one's personal nutrition needs and level of physical activity according to federal dietary guidelines
- Predict the health benefits of eating healthy and being physically fit and the potential health consequences of not doing so
- Demonstrate understanding of food labels to develop a plan for improving one's own nutrition
- Demonstrate an understanding of macronutrients and micronutrients
- Identify a variety of healthy snacks
- Discuss the benefits of eating a nutritious breakfast every day
- Describe the benefits of drinking water in amounts consistent with current research-based health guidelines
- Assess personal barriers to health eating and physical activity and solutions to remove these barriers
- Distinguish between unhealthy and healthy ways to manage weight
- Distinguish between myths and facts regarding nutrition, products, practices, and physical performance
- Define anorexia nervosa and bulimia nervosa
 - Epidemiology of eating disorders in the U.S.
 - What causes eating disorders?
 - Common complications
 - Warning signs and what to do
 - Treatment and Outcomes
- Locate resources in community for information
- Access sources of accurate information about safe and healthy weight management

Assessments/ Measurement of Objectives:

- Observations, class assignments, performance tasks, bell ringers, homework, discussion groups, exit slips, review games
- Writing prompts
- Individual/group projects and oral presentations
- Objective quizzes/tests

Suggested Methods of Instruction / Learning Activities:

- Jigsaw read the Dietary Guidelines for Americans
- Diet & Physical Activity Self-Assessments
- Myplate.gov Webquest
- “The Good, The Bad, The Ugly” play
- Breakfast Game
- Cereal Comparisons
- Sugar Lab
- “Dying to Be Thin” video documentary
- Investigating Science and Health, Questions about Sugar Presentations
- Food Label Analysis